

# Study the Functions of Educational Vocational Guidance and Counselors in Government Schools of Delhi

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**Abstract:** A study to assess the functions of Educational Vocational Guidance and counselors in govt. schools of Delhi was undertaken through a descriptive survey and document analysis. The study was conducted on 100 Educational and Vocational Guidance Counsellors (EVGCs) of govt. schools of Delhi with 60 respondents in all. A self-developed questionnaire and govt. documents were used to obtain data. Random sampling technique was used to select the sample for the study. The analysis done from the secondary data, the personal observations and the field visits done by the investigator, it is very clear that the EVGCs are not performing their roles and responsibilities properly, that is established by the govt. GNCT, Delhi. Therefore there is need to redefine these roles and responsibilities and principals should give help and proper time to performing their duties in schools.

**Keywords:** Functions, Guidance and Counselling, counsellors.

## 1. Introduction

The modern academic era is very complex, technological advancement has also positively influenced its complexion. The decision making ability of the adolescents influence positively or adversely on the academic, vocational, personal as well as occupational aspects at school level. In the present scenario, it seems most of the school going adolescents are diffident and unsatisfied with the selection of their academic stream and occupations. Guidance and counselling play an effective role in helping the adolescents for making right selection and taking decision to overcome these types of problems, to deal with these types of problems there is a need of guidance and counselling at school level. Counseling helps adolescent to learn and understand their strengths and weakness to achieve their optimum potentialities with respect to their emotional, moral, social, academic and vocational developments. It also helps adolescents living in complex and dynamic society to resolve their physical, emotional, social and academic difficulties. The world is ever changing socially, politically and economically. At times these changes impact negatively on learners in many ways, which in turn present challenges to educational vocational guidance & counsellors (EVGCs). Guidance and counseling is a process of helping individuals to understand

themselves by discovering their needs, interests and capabilities in order to formulate their own goals and make plans for realizing those goals. The various experiences adolescents encounter so many problems in their life, they deal with the negative experiences with solutions from family, friends and social leaders; but these solutions not coming from professionals may be insufficient. The mission of the American Counseling Association is “to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity” (ACA, 2003).

British association of counseling (1984) defines the term ‘counseling’ as that which includes work with individuals and with relationships; that may be developmental, crisis support, psychotherapeutic, guiding or problem-solving. The task of counseling is to give the ‘client’ an opportunity to explore, discover and clarify ways of living more satisfyingly and resourcefully.

### 1) Why counseling?

Various studies and scholars strongly endorse counseling in the current competitive environment wherein the adolescent face enormous problems and lose direction due to lack of skills in dealing with these problems. Moreover Atwater (1988) emphasized that adolescent life is marked by emotional development: mood swings, enthusiasm, tenderness, cruelty, curiosity and apathy. At this stage the adolescent are not mature enough to deal critically with the baffling situation to avoid conflicts and tension. The pupils must know their capabilities and potentialities, especially in areas that are crucial for the realization of objectives in life. Furthermore Ndaba (1978) also stressed on the ultimate objective of guidance and counseling is to help the unique child to become what they are capable of. Therefore all students require counseling in order to develop their academic, social and personal competencies. Effective counselling enables them to deal with psychological problems they may experience and make rational decisions to cope with the academic, social and personal challenges.

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## 2. Review Related Literature

Ramakrishna and Jalajakumari (2013) in their study 'Significance of imparting guidance and counseling program for adolescent students', articulated that Guidance should be a preventative activity while counseling fulfils a primarily curative function. They further suggested that:

- i. Guidance should be conceptualized in a broader and more comprehensive and holistic view, incorporating vocational and other aspects of development.
- ii. Provision of a systemic approach which analyzes issues within a broader social system.
- iii. Guidance and counseling should be an integral part of the education process and that more time and status should be allocated.

Similarly Nyamwange and Nyakan (2012) in their research at Nyamira county found that not only is there is a severe lack of resources in schools but also a serious lack of positive attitude for Guidance and counseling services amongst students and teachers. Most guidance and counseling teachers are not adequately trained on guidance and counselling. The counselors not only face lack of support from the system they are overburdened with teaching duties that adversely affect the Guidance and counseling services. Kiragu's (2002) recommendation, most school counsellors' offices do not have the basic guidance and counselling facilities such as reference books, guidance and counselling manual and career resource materials. As Nyamwange and Nyakan, Kiragu's and Ramakrishna and Jalajakumari conducted the various studies on the importance, roles and functions of the counselors. All the studies found the importance of role and functions of the counselors in schools.

### 1) *The Role of the Counsellor*

Counsellors play an important role in the schools functioning so that for schools may smooth functioning. Even (Sedlak, 1997) said Counsellors in schools have moved from providing career services and academic advising (guidance), to remediation (e.g., crisis intervention, grief counseling) and prevention counseling (e.g., parent-teacher mediation, targeted education programs, referral to community services).

The school counsellor plays a multifaceted role of Counsellor, educationist, Facilitator in Development of effective Behavioural change, thus providing a continuum of preventive, developmental, and intervention services within educational settings and facilitate referrals to community resources. And as discussed in Prince Edward Island Department of Education (2005) they are School-based consultants, planners, and coordinator within and beyond the school setting in the best interest of students. School counsellors are specialists in child and youth development with knowledge that assists "all school personnel to respond better to the personal, social, career and educational needs of students" (Manitoba School Counsellors' Association [MSCA], 2002). Therefore the role of school counsellors is to contribute to the academic success of all students in their academic, career, and social development (American School Counselor Association, 2005).

### 2) *Rationale of the Paper*

As the counselor play a significant role in schools for smooth functioning in all the perspectives (academic, vocational, occupational and personal issues of the adolescents). Therefore counselors Moreover Ndong (2004) also pointed out that some students engage in antisocial and irresponsible sexual behavior, which leads to decline of moral integrity due to lack knowledge on how to effectively spend and manage their leisure time. Examination anxiety and poor conflict resolution among students also contributes to disturbances (Biswalo 1996). The menace of wrong choice of an occupation not only brings frustration for the growing adult, but a waste of energy, money and precious time. Guidance and Counseling plays a significant role in the overall growth and development of a high school student and is an essential part of school curriculum as it caters to deal with the challenges of the age (Mutie & Ndambuki, 1999). In all the aspects of adolescent's life, the counselor plays a vital role in choosing a career and resolving the problems. Through a planned guidance and counseling program, a counselor may keep control on the problems and help eradicate the problems of the adolescents. Hence the study of problems of counselors and structure of the counseling is essential. It can help in give direction in resolving adolescents' problems. The rationale for introducing guidance and counseling services at schools was to provide personal contact and help for a pupil in development. Several scholars also emphasized, Oreck, 1999;, Ipaye, 1995;, Makinde, 1981.

The constantly changing social, political and economic world very often negatively affects learners in ways which churn out to be challenges to school counselors. Though most consider these as universal challenges for school counselors, most of the challenges are context bound that are embedded in the culture of a school and/or community. In order to understand the challenges facing school counselors, there is a need to consider the context in which school counselors offer their counseling services (Paisley, P. O. & McMahon, H. G. (2001). Therefore there is need to study the functions, roles and responsibilities of the counselors time to time for the betterment of all perspectives of the adolescents. It will also helpful to understand the problems of the schools adolescents and resolve all the concern issues related to the vocational, personal and academic at initial level. Some time it also helpful in updating the knowledge of the counselors.

## 3. Objective of the Study

Study the analysis the functions roles and responsibilities of schools Educational vocational guidance and counsellors (EVGCs) of govt. schools of Delhi.

- *Population:* he study covered selected all Govt Schools with practicing counsellors or EVGCs in Delhi.
- *Sampling:* Simple random sampling technique was employed in selecting the sample for the study and utilized 100 counsellors.
- *Method:* Descriptive survey method and documents analysis for the study.

- *Tools used:* The researcher used a self-developed questionnaire for collecting information's from the respondents as well as the interview was conducted and available documents related to the govt.

#### 4. Analysis of the Data

The school EVGCs have always play a vital role in the overall development of the secondary schools adolescents. EVGCs help in developing adolescents innate potentials, to being a motivator, guide and friend. Besides, the EVGCs of today are also responsible enable and empower the adolescents to emerge as competent adolescents, ready to take on the challenges of the rapidly changing world.

Directorate of education Govt. of NCT of Delhi letter No PS/DE/2005/3383-4318 gave attention to the following guidelines regarding their duties and responsibilities:

- Hold class talks and assembly talks on various topics relevant to levels of students.
- Orientation to students about guidance & counselling services in school.
- Identify the gifted, slow learners, problem children, under- achievers etc. in order to help them achieve according to their needs and abilities.
- Help check truancy and long absenteeism among students.
- Collect and compile information related to career and education from sources like newspapers, magazines etc. and display it through charts, posters, and bulletin boards.
- Organize career melas, career exhibitions, counselling camps in the schools.
- Importance of goal setting and planning.
- How to choose reading material from library and organizing, writing notes for effecting learning.
- Support and guidance to deal with peer pressure and adolescent issues as well as managing and resolving conflicts.

The EVGCs should not

- Impose his own values and decisions on students/parents/teachers
- Leak information received in confidence unless absolutely essential
- From biased opinion about students

They have a wide role to play. Their roles and responsibilities in respect to school schools EVGCs does not end here, they are required to teach and enable the students of schools on life skills. These life skills are one's that enhances their self-esteem but will help them deal with successful feeling and become strong individuals with positivity to life and keep them safe to face the better opportunities of life. They also play an important role to bridge relationship gaps between them and parents, peers, siblings and friends. The EVGCs in their interaction expressed anguish that they were unable to perform their responsibilities at the optimum due to the additional burden of schools work and multi roles assigned to them by the principals to keep them engaged as they believe that EVGCs have no

work. Thus engaged with absentees class and co-curricular activities assigned to them by the principals. As per the Secondary data, it is observed that the last permanent recruitment was done in the year 2005 and total no. of 74 EVGCs. It is analysis by virtue of the statistics and the timeline prescribed, that there is evident gap in the availability and the felt need of EVGCs that scarcity of resources especially human resources, when it comes to counselling services for secondary school adolescents.

Last decade has witnessed enormous change in the education system especially due to integration of NCF (2005), so there is need to redefine roles and responsibilities of EVGCs in the light of contemporary education policy and societal change happened over the decade, as a measure for long term intervention. SSA/RMSA enrolment of RTE undoubtedly, change the land escape of school education especially access. Thus enrolment of the adolescents in improved by manifold Challenged this mass is hard nut to crack by a limited No. of counsellor/ EVGCs. Thus there is need to redefined a minimum roles and responsibility in EVGCs in relation to problems face by this mass, as immediate measure. The analysis done from the secondary data, the personal observations and the field visits done by the investigator, it is very clear that the EVGCs are not performing their roles and responsibilities properly, that is established by the govt. GNCT, Delhi. Therefore there is need to redefine these roles and responsibilities and principals should give help and proper time to performing their duties in schools.

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